

**Texas Education Agency
Standard Application System (SAS)**

2016–2020 Texas Title I Priority Schools (TTIPS), Cycle 5				
Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)			FOR TEA USE ONLY Write NOGA ID here:
Grant Period	February 1, 2017, to July 31, 2020, pending future federal allocations			
Application deadline:	5:00 p.m. Central Time, September 15, 2016			
Submittal information:	Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address: <div style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494</div>			<div style="writing-mode: vertical-rl; transform: rotate(180deg);">Document Control Center Grants Administration</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">2016 SEP 29 PM 12:34</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Texas Education Agency</div>
Contact information:	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427			
Schedule #1—General Information				
Part 1: Applicant Information				
Organization name	County-District #	Campus name/#	Amendment #	
Meadowland Charter School	130-801	Meadowland		
Vendor ID #	ESC Region #	DUNS #		
	20	849490458		
Mailing address	City	State	ZIP Code	
121 Old San Antonio Rd	Boerne	TX	78006-	
Primary Contact				
First name	M.I.	Last name	Title	
Donald	L	Mills	Superintendent	
Telephone #	Email address		FAX #	
8303314094	dmills@mlcs.org		8303314096	
Secondary Contact				
First name	M.I.	Last name	Title	
Evan	D	Tupa	Instructional Technology Coord.	
Telephone #	Email address		FAX #	
8303314094	etupa@mlcs.org		8303314096	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Donald	L	Mills	Superintendent
Telephone #	Email address		FAX #
8303314094	dmills@mlcs.org		8303314096

Signature (blue ink preferred)

Date signed

Donald L. Mills, E.D.
Only the legally responsible party may sign this application.

Sept. 28, 2016

701-16-105-028

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Schedule #1—General Information

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See important Note for Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☐ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant LEA and the eligible campus for which the application is being submitted. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	<p>The LEA provides assurance that it will meet the following federal requirements:</p> <ol style="list-style-type: none"> 1. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable. 2. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it includes these terms in its contract or provisions. 3. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality. 4. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding. 5. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
7.	<p>The LEA/campus provides assurance that if it selects to implement the Transformation Model, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> (A) Replace the principal who led the school prior to commencement of the transformation model; (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- <ol style="list-style-type: none"> i. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and ii. Uses the definition of student growth as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.

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- iii. Are designed and developed with teacher and principal involvement;
 - (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
 - (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
 - (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.
2. Deliver comprehensive instructional reform strategies.
 - (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
 - (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
 3. Increase learning time and create community-oriented schools.
 - (A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
 - i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
 - ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
 - iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
 - (B) Provide ongoing mechanisms for family and community engagement.
 4. Providing operational flexibility and sustained support.
 - (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an education management organization (EMO)).

8. The LEA/campus provides assurance that if it selects to implement the **Texas State-Design Model**, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School (ECHS)**.
By implementing an ECHS, the LEA/campus is delivering a whole-school reform model that:
 - Improves student academic achievement or attainment
 - Is implemented for all students in the school
 - Addresses in a comprehensive and coordinated manner:
 - improvement in school leadership
 - improvement in teaching and learning in academic content areas
 - professional learning for educators
 - student non-academic supports

In doing so, the LEA/campus will implement the following:

 1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017.
 2. Provide a rigorous course of study that enables students to receive a high school diploma and complete

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- the Texas Higher Education Coordinating Board's (THECB) core curriculum; or an associate's degree; or at least 60 credit hours toward a baccalaureate degree during grades 9-12.
3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.
 4. Develop and increase teacher and school leader effectiveness, in a manner consistent with the requirements of the federal school improvement grant Transformation model. I doing so, the LEA/campus must use rigorous, transparent and equitable evaluation systems for teachers and principals that take into account data on student growth as a significant factor, as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement.
 5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081, and students historically underrepresented in college courses. In developing and providing the more intensive supports, the LEA/campus will have:
 - (A) Data to identify the population at risk of dropping out of school;
 - (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
 - (C) Early College brochures in all languages relevant to the school community;
 - (D) Written communication plan for relevant target audiences: parents, community members, school board.

Adapted from Texas Early College High School Blueprint, Benchmark 1

6. By the start of TTIPS full-implementation (Fall 2017), the LEA/campus will have key partnerships in place that will enable success as an ECHS. Key partnerships include:
 - (A) Partnership between the school district and an institute of higher education (IHE) that:
 - i. Is marked by a signed Memoranda of Understanding with current signature each year of implementation.
 - ii. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
 - iii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
 - iv. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
 - (B) Contract/partner with a Texas ECHS demonstration site or other Texas ECHS that has retained designation for at least the last four consecutive years and assessed as exemplary using the Texas ECHS Blueprint, or other ECHS selected as a match partner site by the TEA.

Adapted from Texas Early College High School Blueprint, Benchmark 2.

7. By the start of TTIPS planning/pre-implementation year (February 1, 2017), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.

Adapted from Texas Early College High School Blueprint, Benchmark 3.

8. Once designated, the LEA/campus will work with a TEA approved Texas ECHS technical assistance provider, and fulfill any conditions required to maintain TEA designation status.
9. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:
 - (A) Beginning in TTIPS first year of full-implementation (Fall 2017), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate degree.
 - (B) By TTIPS second year of full-implementation (Fall 2018), have curriculum in place that enables

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students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credit hours toward a baccalaureate degree during grades 9-12.

- (C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathways to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.
- (D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.
- (E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.
- (F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

Adapted from Texas Early College High School Blueprint, Benchmark 4.

10. By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students.

Adapted from Texas Early College High School Blueprint, Benchmark 5.

11. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program that operates with:
- (A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;
- (B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.
- (C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.
- (D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

Adapted from Texas Early College High School Blueprint, Benchmark 6.

The Texas concept for an Early College High School is fully described in the following resources:

- [Texas Education Agency, Early College High School program](#)
- Texas Education Code §29.908
- Texas Administrative Code §4.161
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: [Commissioner's Rules Concerning Early College Education Program](#)

The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas ECHS designation, no later than applications are available for schools that wish to be designated for the 2018-2019 school year.

9. The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model**, the campus will implement in an elementary school and in accordance with the following federal and state requirements:
1. Implement in an elementary school that is eligible under this grant program; further assuring that any student receiving services funded through the grant program is enrolled in the grantee school.
 2. Offer full-day kindergarten.
 3. Establish or expand a high-quality preschool program. A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:
 - (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;

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- (B) High-quality professional development for all staff;
 - (C) A child-to-instructional staff ratio of no more than 10 to 1;
 - (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
 - (E) A full-day program;
 - (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
 - (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;
 - (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
 - (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
 - (J) Program evaluation to ensure continuous improvement;
 - (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;
 - (L) Evidence-based health and safety standards.
4. Provide educators, including preschool teachers, time for joint planning across grade levels.
 5. Replace the principal who led the school prior to the commencement of the early learning model.
 6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
 - (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
 - (B) Are designed and developed with teacher and principal involvement;
 7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation and completion rates; and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.
 8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality educators.
 9. Use data to identify and implement an instructional program that is:
 - (A) Research-based;
 - (B) Developmentally appropriate;
 - (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;
 - (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.
 10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
 11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:
 - (A) Aligned with the school's comprehensive instructional program
 - (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.
 12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).
 13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.
 14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students.

If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.

10. The LEA/campus provides assurance that if it selects to implement the **Turnaround Model**, the campus will meet all of the following federal requirements:
1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;

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	<ol style="list-style-type: none"> 2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ol style="list-style-type: none"> (A) Screen all existing staff and rehire no more than 50 percent; and (B) Select new staff 3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school 4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; 5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability; 6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards; 7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; 8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas: <ol style="list-style-type: none"> (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations. (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas. 9. Provide appropriate social-emotional and community-oriented services and supports for students. <p>If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.</p>
11.	<p>The LEA/campus provides assurance that if it selects to implement the Whole-School Reform Model, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Implement an evidence-based whole-school reform in partnership with a model developer. <ol style="list-style-type: none"> (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school. 2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard, published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by: <ol style="list-style-type: none"> (A) A study of efficacy that meets What Works Clearinghouse evidence standards. (B) A study that shows statistically significant favorable impact on student academic achievement or attainment outcome. (C) A study which used a large sample and multi-site sampling. 3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment. 4. The whole-school model must implement the model for all students in the school. 5. The whole-school model must address at a minimum and in a comprehensive and coordinated manner: <ol style="list-style-type: none"> (A) School leadership (B) Teaching and learning in at least one full academic content area

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	(C) Non-academic supports for students (D) Family and community engagement
12.	<p>The LEA/campus provides assurance that if it selects to implement the Restart Model, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. 2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school as shown through an assessment of schools, currently operated by the CMO or EMO, that have produced strong results over the last three years. This is indicated by: <ol style="list-style-type: none"> (A) significant improvement in academic achievement (B) success in closing achievement gaps either within a school or relative to other public schools (C) High school graduation rates (D) No significant compliance issues in the areas of civil rights, financial management and student safety. 3. Enroll, within the grades it serves, any former student who wishes to attend the school. <p>If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.</p>
13.	<p>The LEA/campus provides assurance that if it selects to implement the Closure Model, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. <p>A grant for school closure is a one-year grant without the possibility of continued funding.</p>
14.	<p>The LEA/campus provides assurance that is aware that rural LEAs are eligible to propose a modification to an element of the Transformation or Turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification.</p> <p>Under federal regulations for this program, a rural LEA applicant may propose to modify one element of the Transformation or Turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: http://www2.ed.gov/programs/reaprlisp/eligible14/index.html</p>
15.	<p>The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.</p>
16.	<p>The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. If it is determined by TEA that federal requirements will not be met through the proposed program, these negotiations may include additional clarifications and modifications to activities, budget, and performance targets proposed.</p>
17.	<p>The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.</p>
18.	<p>The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.</p>

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19.	The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework. If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.
20.	The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA. The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.
21.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
22.	The applicant will participate in formative assessments of the LEA's capacity and commitment to carry out the grant intervention models.
23.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
24.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

Revised Annual Budget Breakdown

Year 1 2016-2017	Year 2 2017-2018	Year 3 2018-2019	Year 4 2019-2020	4-Year Total Budget Request
\$	\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation, and sustained reform.**

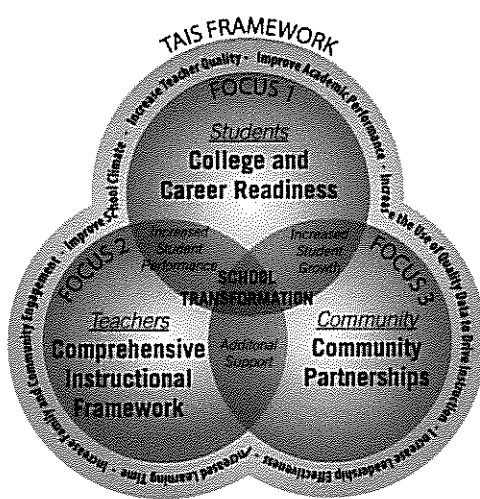
Summarize the district commitments to achieve foundational elements through the district's:

- Vision and focus for school reform
- Sense of urgent need for change
- High expectations for results
- Operational flexibilities that will be afforded the campus in a reform effort

Summarize the district and campus capacity and ability to benefit from this grant in terms of:

- Organizational structures
- Existing capacity and resources
- Communication structures

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

MLCS School Transformation

The Meadowland Charter School (MLCS) is a specialized rural campus designed to meet the specific learning, social, and emotional needs of the 175 students served annually. The 2nd through 12th grade campus is located on the grounds of Meadowland, a residential treatment center for abused and neglected children, operated by Roy Maas' Youth Alternatives, Inc. (RMYA). To understand the vision of MLCS it is important to understand the composition of the student population. 64% of our student population comes from a residential treatment center. Educating children in-care is demanding and offers a unique set of challenges. Our community students bring their own challenges due to the number of drop out recovery students (27%), adjudicated youth (10%), mental health discharges (10%), at risk by state definition (69%) and special education (18%). Of our total student population, 44% receive special education services and our mobility averages 60% annually. Due to these challenges MLCS needs creative and innovative practices in order for school reform.

The MLCS has completed a Comprehensive Needs Assessment process with ESC-20 staff and identified 3 overarching focuses

necessary for implementation of the school transformation model. Each focus includes multiple interventions that look to accelerate student achievement and sustain school reform.

Focus 1 – Students – College and Career Readiness

Focus 2 – Teachers – Comprehensive Instructional Framework

Focus 3 – Community – Community Partnerships

These three focuses directly align to the seven Critical Success Factors (CSF) associated with the Texas Accountability Intervention System (TAIS) process. These focuses do not stand as individual benchmarks for our transformation model, but are interconnected and support each other on the pathway to school transformation. This grant will allow us the capacity to supplement our current practices and develop new interventions.

Focus 1 – College and Career Readiness

MLCS has identified the need for an improved career readiness program for our students. Based on eight years of school data, the majority of our students are not taking advantage of local educational assistance programs. MLCS's vision is to provide better options for vocational/technical, work based learning, and traditional college pathways. The student population most in need is our residential treatment students. In most cases they are wards of the state without a traditional "family" structure and at a disadvantage for career and college readiness. The Department of Family and Protective Services (DFPS) provides a Preparation for Adult Living (PAL) program that gives residential students the opportunity to receive full tuition waivers for state Universities in Texas. Less than 6% of residential students state wide take advantage of this program. Focus 1 is to provide interventions that will assist these students in taking advantage of this lifelong benefit. Our community student population that chooses to attend MLCS has challenges similar to our residential students. These students frequently come to MLCS with difficult situations or as a last resort before dropping out. Despite similar life challenges, these students lack the support of the DFPS PAL program. Helping this student population with college and career readiness will have far reaching impact on our community.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The College and Career Readiness Initiative program will provide age and grade appropriate career learning opportunities for 2nd -12th grades. A Community Partnership Coordinator will be hired to monitor students' progress through the designated interventions and work with partnering organizations (see Focus 3). In addition, a full-time life skills coach will be hired to prepare students for the situations they will encounter after graduation. The College and Career Readiness Initiative at the high school will identify individual student career needs for long term success post-secondary. The MLCS will create a dual credit program for students that have met university criteria and work to enroll them in college courses starting their junior year. The career readiness initiative will reach out to community businesses and organizations to create opportunities for students who have chosen vocational/technical or work based learning paths. The focus of the College and Career Readiness Initiative at the elementary and middle school will be to create foundations for the high school program. This will consist of an after school program that will provide the additional time to develop academic, social emotional, and life skills interventions. This after school program will provide academic, social emotional, and life skills enrichment through exploratory, hands on, and experiential learning opportunities.

Focus 2 – Comprehensive Instructional Framework

Improved academic performance begins with quality teaching and learning. This being the core belief at MLCS, the school focuses on developing and implementing quality teaching practices. To accomplish this, MLCS needs new leadership at the principal position, a quality instructional framework, and a professional career pathway plan for faculty. MLCS will replace the principal as recommended by the Transformation Model. The school has initiated the development of a comprehensive instructional framework that is specific to the level of at-risk students we serve. This TEKS aligned curriculum includes a strong social emotional component that meets the academic needs of our students as well as the complex social challenges they face. MLCS will hire an Instructional Coach who will continue the development of this instructional framework. Being a small rural school, the applicant pool for staffing positions is limited; therefore consultants are key in achieving the goals of the transformation model outlined in this grant. All selected service providers have the track record of improving schools and will assist MLCS in developing a replicable program for at-risk youth. Reciprocal and collaborative work with all service providers will assist MLCS towards sustainability of this program by building staff capacity. Based on student performance data, the current curriculum does not bring out the full potential in our students. MLCS will develop a whole school rigorous and comprehensive curriculum framework designed to address the specific academic and social emotional needs of our at-risk youth. The curriculum will focus on specifically timed assessments, informed and differentiated instruction, and social emotional learning. The Instructional Coach will work to use assessments to identify student gaps and address them with higher quality interventions. Incorporating the Instructional Coach and service providers our school will be able to accelerate the development of this necessary component of the school transformation model. The key to sustainable school reform is building faculty and administrative capacity. MLCS will implement a professional career pathway program that will provide on-site professional development, cost effective resources, instructional support, and support to teachers for professional goals. MLCS will use a modified state developed T-TESS to provide formal and informal evaluations to build instructional capacity and improve student performance. The school will provide faculty incentives related to key career pathway goals and student performance.

Focus 3 – Community Partnerships

The parent and community involvement structure for MLCS is different than most traditional districts. Students from the residential treatment center live in dormitories with multiple surrogates. These increased social emotional needs put our residential students at an additional disadvantage educationally. Our community student parents have a traditional role, yet are also in need of additional support due to the at-risk and rural setting. Each type of parental role will require different training support to be positive contributors in the lives of their students. The College and Career Readiness Program mentioned in Focus 1 will rely heavily on community outreach to create lasting relationships with local businesses, civic and philanthropic organizations. Our goal is to provide our students the career options and job opportunities that can benefit them post-secondary. We will assess the goals and needs of the students, align them with community partnerships to establish memos of understanding and/or work agreements. These organizations will provide the skills and connections to allow students who have chosen vocational/technical and job embedded work in the community as a part of their educational plan. The Community Partnership Coordinator will collaborate with local colleges/universities to provide the dual credit opportunities for students who have chosen the college readiness pathway. If a residential student receives one credit from a university prior to the age of 23, the DFPS PAL initiative will pay for a state university for the rest of that student's life.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 130-801 Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Grant period: February 1, 2017, to July 31, 2020, pending future federal allocations Fund code: 276

Budget Summary

Schedule #	Title	Class/ Object Code	Year 1 Program Cost	Year 1 Admin Cost	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Total Budgeted Cost across all Years
Schedule #7	Payroll Costs (6100)	6100	\$123240	\$6162	\$290280	\$14514	\$295802	\$14790	\$301490	\$15074	\$1061353
Schedule #8	Professional and Contracted Services (6200)	6200	\$282250	\$1412	\$55500	\$2775	\$55500	\$2775	\$55500	\$2775	\$2044487
Schedule #9	Supplies and Materials (6300)	6300	\$16500	\$825	\$5000	\$250	\$5000	\$250	\$5000	\$250	\$33075
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$1000	\$50	\$1000	\$50	\$1000	\$50	\$3150
Schedule #11	Capital Outlay (6600)	6600	\$73000	\$3650	\$0	\$0	\$0	\$0	\$0	\$0	\$76650
Consolidate Administrative Funds <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No											
Total direct costs:			\$240990	\$12049	\$351780	\$17589	\$357302	\$17865	\$362990	\$18149	\$1378716
Percentage% indirect costs (see note):			N/A	\$0	N/A	\$0	N/A	\$0	N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$240990	\$12049	\$351780	\$17589	\$357302	\$17865	\$362990	\$18149	\$1378716

Administrative Cost Calculation

Enter the total grant amount requested:

\$1313062

Percentage limit on administrative costs established for the program (5%):

× .05

Multiply and round down to the nearest whole dollar. Enter the result.

This is the maximum amount allowable for administrative costs, including indirect costs:

\$1378716

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

NOTE:

- No more than \$2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from February 1, 2017 to July 31, 2017. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2017-2018, 2018-2019, and 2019-2020, are designed to be full implementation years.

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RFA #701-16-105; SAS #198-17

2016–2020 Texas Title I Priority Schools (TTIPS). Cycle 5

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional								
1	Teacher			\$	\$	\$	\$	\$
2	Educational aide			\$	\$	\$	\$	\$
3	Tutor	2	0	\$9000	\$18000	\$18000	\$18000	\$60000
Program Management and Administration								
4	Community Outreach Coord.	1	0	\$17500	\$35000	\$36050	\$37131	\$125681
5	Instructional Coach	1	0	\$29000	\$58000	\$59740	\$61532	\$208272
6	Life Skills Coach	1	0	\$22500	\$45000	\$46350	\$47740	\$161590
Auxiliary								
7	Grant Clerk	.5	1	\$9000	\$18000	\$18540	\$19096	\$64636
8	Title			\$	\$	\$	\$	\$
9	Title			\$	\$	\$	\$	\$
Other Employee Positions								
10	Title			\$	\$	\$	\$	\$
11	Title			\$	\$	\$	\$	\$
12	Title			\$	\$	\$	\$	\$
13	Subtotal employee costs:			\$78000	\$156000	\$160680	\$165500	\$560180
Substitute, Extra-Duty Pay, Benefits Costs								
14	6112	Substitute pay		\$	\$	\$	\$	\$
15	6119	Professional staff extra-duty pay		\$11200	\$11200	\$11200	\$11200	\$44800
16	6121	Support staff extra-duty pay		\$	\$	\$	\$	\$
17	6140	Employee benefits		\$14040	\$28080	\$28922	\$29790	\$100832
18	61XX	Employee stipends		\$20000	\$95000	\$95000	\$95000	\$305000
		Specify amounts and criteria to earn stipend:Performance Based						
19	Subtotal substitute, extra-duty, benefits costs			\$45240	\$134280	\$135122	\$135990	\$450632
20	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$123240	\$290280	\$295802	\$301490	\$1010812

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)						
County-district number or vendor ID: 130-801						Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.						
Professional and Contracted Services Requiring Specific Approval						
Expense Item Description		Year 1	Year 2	Year 3	Year 4	Total Budgeted across all Years
6269	Rental or lease of buildings, space in buildings, or land Specify purpose: Adding the additional office space from our current lease to add the space for personnel.	\$3000	\$6000	\$6000	\$6000	\$27000
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$6000	\$6000	\$6000	\$6000	\$27000
Professional and Contracted Services						
#	Description of Service and Purpose	Year 1	Year 2	Year 3	Year 4	Total Budgeted across all Years
1	UTSA-College of Education NCAS	\$14750	\$37500	\$37500	\$37500	\$103250
2	Restorative Practices Coach-assist in training community/parents	\$5000	\$7500	\$7500	\$7500	\$27500
3	OHI-assist in measuring the culture/climate	\$2750	\$5000	\$5000	\$5000	\$17750
4	ESC-20	\$2750	\$5000	\$5000	\$5000	\$17750
5		\$	\$	\$	\$	\$
6		\$	\$	\$	\$	\$
7		\$	\$	\$	\$	\$
8		\$	\$	\$	\$	\$
9		\$	\$	\$	\$	\$
10		\$	\$	\$	\$	\$
11		\$	\$	\$	\$	\$
12		\$	\$	\$	\$	\$
13		\$	\$	\$	\$	\$
14		\$	\$	\$	\$	\$
b. Subtotal of professional and contracted services:		\$25250	\$47000	\$47000	\$47000	\$166250
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$	\$2500	\$2500	\$2500	\$7500
(Sum of lines a, b, and c) Grand total		\$28250	\$55500	\$55500	\$55500	\$200750

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)										
County-District Number or Vendor ID: 130-801						Amendment number (for amendments only):				
Supplies and Materials Requiring Specific Approval										
Expense Item Description						Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
Technology Hardware- not capitalized						\$	\$	\$	\$	\$
#	Type	Purpose	Quantity	Unit Cost						
1	Dell Desk Top	For positions	4	1000		\$4000	\$	\$	\$	\$4000
2	Distance Learning Equipment	Use with SMART Boards	2	2500		\$5000	\$	\$	\$	\$5000
3						\$	\$	\$	\$	\$
4						\$	\$	\$	\$	\$
5						\$	\$	\$	\$	\$
Technology Software- not capitalized						\$	\$	\$	\$	\$
63XX	Specify type/purpose:					\$	\$	\$	\$	\$
63XX	Textbooks/Curricular Materials					\$	\$	\$	\$	\$
	Specify type/ purpose:					\$	\$	\$	\$	\$
63XX	Supplies and materials to be used as student incentives					\$	\$	\$	\$	\$
	Specify type/ purpose:					\$	\$	\$	\$	\$
Supplies and Materials that do not Require Specific Approval										
6300	Supplies and materials that do not require specific approval:					\$5000	\$5000	\$5000	\$5000	\$22500
Grand total:						\$5000	\$5000	\$5000	\$5000	\$31500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)						
County-District Number or Vendor ID: 130-801		Amendment number (for amendments only):				
	Expense Item Description	Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$	\$	\$	\$	\$
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$	\$	\$	\$
6412/6494	Specify purpose: Educational Field Trip(s). Must be allowable per Program Guidelines and must attach Educational Field Trip Justification Form.	\$0	\$1000	\$1000	\$1000	\$3000
6413	Stipends for non-employees other than those included in 6419	\$	\$	\$	\$	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$	\$	\$	\$	\$
6411/6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form, if applicable.	\$	\$	\$	\$	\$
64XX	Advisory council/committee travel or other expenses	\$	\$	\$	\$	\$
	Specify name and purpose of council:					
	Specify types of costs:					
6495	Cost of membership in civic or community organizations	\$	\$	\$	\$	\$
	Specify name and purpose of organization:					
	Specify purpose of membership:					
Subtotal other operating costs requiring specific approval:		\$	\$	\$	\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$	\$	\$	\$
Grand total:		\$0	\$1000	\$1000	\$1000	\$3000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600)							
County-District Number or Vendor ID: 130-801		Amendment number (for amendments only):					
#	Description and Purpose	Quantity	Unit Cost	Year 1	Year 2	Year 3	Year 4
6669—Library Books and Media (capitalized and controlled by library)							
1		N/A	N/A	\$	\$	\$	\$
66XX—Computing Devices, capitalized							
2	Desktop Computers – Extended Learning Lab	20	\$800	\$16000	\$0	\$0	\$0
3	Smartboard – Extended Learning Lab	2	\$6000	\$12000	\$0	\$0	\$0
4				\$	\$	\$	\$
5				\$	\$	\$	\$
6			\$	\$	\$	\$	\$
7			\$	\$	\$	\$	\$
8			\$	\$	\$	\$	\$
66XX—Software, capitalized							
9			\$	\$	\$	\$	\$
10			\$	\$	\$	\$	\$
11			\$	\$	\$	\$	\$
12			\$	\$	\$	\$	\$
13			\$	\$	\$	\$	\$
66XX—Equipment, furniture, or vehicles							
14	Van – Career Readiness Transportation	1	\$45000	\$45000	\$0	\$0	\$0
15			\$	\$	\$	\$	\$
16			\$	\$	\$	\$	\$
17			\$	\$	\$	\$	\$
18			\$	\$	\$	\$	\$
19			\$	\$	\$	\$	\$
20			\$	\$	\$	\$	\$
6XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)							
21				\$	\$	\$	\$
Grand total:				\$73000	\$0	\$0	\$0
							\$73000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Part 1: Student Demographics- Data. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total student enrollment	100		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
African American student enrollment	4	4%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic student enrollment	55	55%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
White student enrollment	40	40%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Asian student enrollment	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged student enrollment	91	91%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP) student enrollment	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Special Education student enrollment	46	46%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	2100		Eduphoria Documents
Disciplinary placements in In-School Suspension	0		2015-2016 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	21		2015-2016 PEIMS report #425; code #C164
Disciplinary placements in DAEP	0		2015-2016 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	0		2015-2016 PEIMS report #425; code #C164
Attendance rate		81.8%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		4.2%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		66.7%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2016 standard, mathematics (standard accountability indicator)	8	13%	TEA 2016 Accountability Summary Report.
STAAR / EOC met 2016 standard, reading / ELA (standard accountability indicator)	15	53%	TEA 2016 Accountability Summary Report.
ACT and/or SAT- Class of 2015, percent students Tested		0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2015, percent At/Above Criteria		0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	0		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	0		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2014 enrolled in a Texas Institution of Higher Education (IHE)		0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Part 2: Student Demographics- Comments

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

MLCS is an open enrollment charter, but the majority of our student snapshot for accountability purposes is residential. Of the 100 snapshot students, 66% of students reside in the Roy Maas' Youth Alternatives, Inc. (RMYA) residential treatment center. These students accounted for 66% of our accountability subset for all indexes.

The students at MLCS face many emotional and/or behavioral challenges that are so severe that the students are unable to be successful on a traditional education campus. Many of them exhibit verbally and physically aggressive behaviors that make them a possible threat to themselves and others around them. Clinical diagnoses of these students include but are not limited to Bi-Polar, Schizophrenia, Post-Traumatic Stress Disorder, Mood Disorder, and many others. Due to these factors our students have already experienced high rates of academic and social failure. These students are here because they need a highly structured setting with specially trained staff that understands the students' unique emotional, behavioral, and academic needs. 90% of the students are on some form of psychotropic medication daily.

We have identified four key data areas that encompass the student population as being: Economically Disadvantaged, At-Risk, mobility, and Special Education. The distribution of these key data points has been consistent since the 2013 - 2014 school year:

	13-14	14-15	15-16
Economically Disadvantaged	88.7%	92%	90%
At Risk	93.8%	97%	94%
Mobility	81%	52%	49%
Special Education	46%	38%	39%

Total number of students served has increased by an average of 18% yearly since the charter opened 08-09. The amount of residential facility students has been consistent, while the amount of community student served has increased 33% annually since 08-09. The steady increase in community enrollment is due to a demand and need for the unique and specialized practices of MLCS in the Boerne Independent School district geographical boundaries. In such an affluent community, many of the issues would have in the past gone unnoticed or shipped off to private hospitalizations, but with our school, the community has recognized and appreciated the opportunity to keep their child local even with mental, social, educational, or behavioral needs that would not be as well received in the traditional and sometimes 'judgmental' classrooms and hallways.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Part 3: Staff Demographics- Data

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	19		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	14.5	76.4%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	3	15.8%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	1.5	7.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	.5	3.7%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	1	6.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	13	89.4%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	12.5	86.2%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	1	6.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	1	6.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	41,503		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	44,189		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	-		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	43,882		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with over 20 Years Experience	-		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	1	5%	PEIMS Records
Staff with Bachelor's degree as highest level attained	13	68%	PEIMS Records
Staff with Master's degree as highest level attained	4	21%	PEIMS Records
Staff with Doctoral degree as highest level attained	1	5%	PEIMS Records

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Part 4: Staff Demographics- Comments

Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Staff retention at MLCS has begun to stabilize since the 2014 school year. This increasing stabilization has provided the instructional leadership an opportunity to improve the teaching and learning component of the campus in general. Multiple instructional professional development opportunities were provided to faculty via multiple outside service providers. When the trainer was gone, questions, thoughts, ideas, changes of needs and so forth went unanswered or were answered to the best of one's ability without thought to best practices. The campus needs to work to build internal capacity in these strategies to make implemented programs sustainable.

During summer training, staff stated that consistency is the most important factor for the students that we serve. In past years, our teacher turnover rate has been at 80% or higher and we have collected information and data elements from them through exit interviews. The data gathered lead to a root causal factor involving the socio-emotional stress and emotional fatigue associated with teaching such a unique student population with large special education needs, academic gaps and psychological/emotional needs. By stabilizing the work force, the school can focus on those best practices for their environment and system and develop a trainer or trainer model so there is ongoing support and guidance when needs or questions arise for this specialized workforce and arena.

Being a rural campus 30+ miles from the main city hub and with no post-secondary institutional branch, it is difficult to compete with the local ISD both in salaries and resources. Our local community has a median household income of \$112,000 and a median home of \$295,000 of which our school receives no tax base in which to pull funding. With such a high amount of the general fund being utilized for direct student services, the training needs to develop a well-trained and self-sufficient faculty/staff would not happen without these funds. The classroom teachers are all dually certified in both their content area and special education and seek other certification routes when available.

In order for the sustainability of this grant to continue with limited or no funding in the future, the best way to improve and maintain a quality workforce is to build the human capacity of the current faculty/staff. In prior years, faculty and staff have on average have attended 7 professional development days in addition to their existing 188 work days without compensation in order to become a master of their craft. All of the teaching staff has embraced a continuous improvement model in order to become master teachers. They desire to move to the next level of personal and professional improvement using the professional career pathway, and to develop a robust and rigorous school curriculum with a social-emotional component to meet the needs of our student population.

Instructional leadership has been stable at the school as well since 2012-2013. Four of the five have continued with the school in a variety of "multi-hat wearing" roles to meet the needs of both student and staff. They too have embraced the in-house professional development approach by grooming and supporting teacher leadership/specialists. They have assisted in stabilizing and creating a culture of ongoing dialogue and discussion within the professional learning communities to support the ever improving curricular program.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Part 5: Students to Be Served with Grant Funds. Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	0	1	3	5	7	13	10	15	18	13	9	8	102

Part 6: Teachers to Be Served with Grant Funds.

Enter the number of teachers in each grade to be served under the grant program.

In indicating numbers for Teachers, duplicate counts are permitted. For example, if a teacher instructs sections of 3rd, 4th and 5th grades, that teacher should be counted for each of those grade levels. It is understood that this might elevate the total count of teachers on this table. The actual, unduplicated number of teachers is captured in the Staff Demographics-Data table.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	1	1	1	1	1	2	1	1	1	2	1	1	14

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Schedule #13—Needs Assessment

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

Part 1: Process Description. Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district completed a comprehensive needs assessment (CNA) of the campus based on the tool developed by ESC-Region 20. Multiple measures of data were analyzed and disaggregated including looking at student achievement data, student demographic data, student attendance, student survey's, parental/community involvement data, social services provided, and other pertinent data to determine needs. The disaggregation of this data provided a visual on the current status of the school and provided a picture for the direction in which our campus wants to progress. The results of the data were shown to staff on 6/5/2016 in order to inform faculty and gather recommendations. A further review of the data occurred on 8/18/2016 with MLCS board members and parent stakeholders. 100% of the campus teachers and staff attended and participated and facility/parent representatives had input as well. Data was gathered from a variety of sources over time, including PEIMS; instructional program dashboards; district benchmarks, surveys; and teacher observations. Through the thorough analysis of the information we discovered:

Campus PEIMS data revealed that approximately 39% of the student population participate in the special education program, qualifying mainly through emotional and behavioral disturbances. Over 60% of the students demonstrate gaps in learning because of frequent placement changes and prior truancy. In the 15-16 school year 2,100 discipline referrals were submitted which is an average of 12 per student. This high ratio negatively impacts both the teaching and learning at MLCS. Based on this data and classroom observations new social emotional programs are needed to improve the positive behavior management system. Transforming the positive behavior system along with an improved curriculum framework will improve active engagement to support a sustainable teaching and learning environment.

During 15-16 school year, the campus reviewed STARR histories for all students utilizing the Eduphoria data analysis tool. The campus also administered, scored and analyzed benchmark data; reviewed various skill checks; curriculum based assessments; and recorded attendance and discipline referrals. District/campus leaders and campus teachers have disaggregated and analyzed STARR results in August 2016 during professional development days before school began. This combined data allows administration to make instructional recommendations for improved student learning. The campus will continue to conduct comprehensive needs analyses every 90 days throughout the grant period to verify progress and to address responsively the needs of the mobile population. Data will include, but not be limited to: PEIMS Graduation Data; Eduphoria; STARR reading and mathematics assessment; Edmentum Accucess scores; student/staff attendance rates; and disciplinary referral data.

The residential treatment center and the school work collaboratively to limit off-task or unsafe student behavior. Teachers need instructional tools and strategies that will help them increase engaged academic time so students can reduce off-task behaviors and close gaps in learning. The best form of discipline management is an engaging lesson. Other CNA results reveal the need for a stronger focus on social emotional needs and classroom/campus practices, a more flexible school schedule, the need for increased instructional leadership skills among teachers, and post-secondary readiness. The district supports these efforts for school reform outlined in this grant.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Part 2: Model Selection and Best-Fit. Indicate the single intervention model selected by the district/campus for implementation. Note that applicants are limited to select, design and implement a grant program in keeping with only one model and not a combination of models.

☒ Transformation
☐ with Rural LEA Flexibility modification

☐ Texas State-Design Model

☐ Early Learning Intervention Model

☐ Turnaround
☐ with Rural LEA Flexibility modification

☐ Whole-School Reform

☐ Restart

☐ Closure

Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In selecting a school intervention model and having ruled out the closure and restart models, the LEA first examined school leadership to determine transformation capabilities. Then based on surveys, administrative meetings, and our needs assessment MLCS identified three focuses that will allow the school to improve student achievement:

Focus 1 – Students – College and Career Readiness

Focus 2 – Teachers – Comprehensive Instructional Framework

Focus 3 – Community – Community Partnerships

The Transformation Model allows room to support existing administration and faculty the framework to implement bold school reform. The three focuses and associated interventions outlined in the program executive summary are all based on practices focusing on accelerated achievement, system transformation, and sustained reform.

A long term goal of the Meadowland Charter School is to build in aspects of the Early College High School (ECHS) program, despite that our current needs did not show that we are not a fit for the program currently. While the entire campus is not in the position to be an ECHS, through our College and Career Readiness Program we can provide opportunities on student by student basis. MLCS will look create articulation agreements with local colleges and build the capacity in our teachers to teach dual credit courses.

Data collection tools (Organizational Health Inventory surveys, Teacher Surveys, Pre-Post student surveys, Job satisfaction surveys) were implemented to garner information to select the best model for MLCS. After the review of such data, the best model for MLCS is the transformation model with an added College and Career Readiness interventions designed to get more post-secondary readiness skills and dual credit within the instructional program.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Part 4: Model Selection-Stakeholder Input. Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Core to the Meadowland Charter School District's mission is the belief in the value of community building to support faculty engagement and services we plan to provide. This focus leads the district to continually explore new ways to establish relationships with individual and small cohorts of community stakeholders. This process often takes years of sustained engagement which is difficult with limited staffing. The administration first sought to identify key stakeholders directly involved in the success of the school. The list developed was then used to plan out strategies to adequately get relevant information and involve such stakeholders in the decision making process. The key stakeholders identified are as follows: **Community:** Community Parents, Surrogate Parents, CASA Volunteers, Residential Facility parents, Student Case Workers, Board, local businesses, civic, and philanthropic organizations; **Students:** Residential Facility Students, Community Students, and **Faculty:** Campus Leadership, Faculty

The school involved the community parents through the use of community meetings and surveys. The school utilized the parent orientation, given at the beginning of the year, as an avenue to get information on campus needs from the perspective of parents. Along with this, parents were given an enrollment survey when enrolling their children. Surrogate Parents were involved through the surrogate parent training offered at the beginning of school year.

The Residential Facility parents have an increasing ownership in school processes through weekly circles (a restorative process) conducted on Friday afternoons. These meetings are facilitated by taking out the last period on Fridays to allow 50 minutes weekly to be used solely for parent/community collaboration and information sharing. The key areas of need correlate with those addressed within the comprehensive needs assessment. The goal is to have families and the community involved continuously in the educational decision making process. Adjustments to our governance structure will allow for parent and community representatives to be a part of our cadres that will address our indicated challenges. The additional time this provides for collaboration allows us the flexibility to implement interventions associated with the grant.

In the August board meeting the board was asked for input on the grant implementation process. The board is behind the grant program and gave it 100% support in the planning, writing, and implementation of the grant. The board is committed to finding additional ongoing funding to support the initiatives set forth in this grant application.

Students are given a beginning of the year and end of the year satisfaction survey designed to isolate key concerns coming from the students. These results are included in our Comprehensive Needs Assessment and used as a piece of the decision making process. We are also conducting a new orientation process to garner information past academic skills to ensure we can meet the diverse needs of our students via their preferred learning styles.

We administered a Readiness for Change survey to all staff, residential treatment parents (where applicable), and community members to determine capacity to successfully implement school reform strategies. Faculty at beginning of the year training are given the opportunity through circles to voice concerns and give feedback on the transformation process and what it will mean in the classroom. Stakeholder meetings are ongoing to bring all levels of stakeholders to the table to share and review information and to plan for future opportunities of growth and development. Communicating and collaborating is fairly easy with the size of our organization and community. Since we are the only charter school in the county, stakeholders from a variety of levels, entities, and community based organizations are actively engaged in our continuous improvement processes including our local independent school district. The ongoing sharing of information in a highly transparent manner has allowed more feedback to come back to the school through surveys, interviews, feedback forms, and public forums.

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Schedule #14—Management Plan

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Part 1: Staff Role and Qualifications. List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	District coordinators of school improvement (DCSIs) is the district-level leader designated by the district to ensure support for the academic achievement of the low-performing campus. DCSIs oversee the implementation of all district-level accountability and/or Performance-Based Monitoring Analysis System (PBMAS) intervention requirements and/or serve as a key member of the district leadership team (DLT). The DCSI is in a leadership position in school improvement, has experience in curriculum and instruction, and works collaboratively with all stakeholders. Not funded from grant funds.	Minimal of a masters degree, 10+ years of teaching/learning experience, 5+ years of school leadership experience, multiple credentials, experience with low performing schools and turning them around, one to support a positive culture/climate, a master professional development leader, one with influential ability to develop instructional teams and an individual knowledgeable about and having experience with the school improvement process with both TAIS and CSFs at its core.
2.	Community Partnership Coordinator	Focus 1 & 3: Will oversee the career and college readiness program. Will coordinate with community partners for work based learning opportunities, vocational technical opportunities, dual credit program, and the after school program.	Bachelor preferred. Experience with special events, great communication and planning skills, works well under pressure, a multi task able individual with a visionary outlook.
3.	Instructional Coach	Focus 2: Will oversee the development and implementation of the comprehensive instructional framework and monitor progress through the career pathway program. Will assist in any and all areas of the instructional program of the school and inform professional development.	Masters degree preferred. 15+ years of experience in education and leadership. Certification of superintendent/principal. Change agent minded.
4.	Life Skills Coach	Focus 1 & 3: Will provide life skills assistance for students and work collaboratively with Community Partnership Coordinator on career and college readiness and after school program.	Bachelor preferred. Experience with teaching life skills, great communication and planning skills, a multi task able individual with a visionary outlook.
5.	Grant Clerk	This position will assist in the tracking and implementation of all aspects of the financial and collaboration of the grant. This clerk is only part time.	Bachelor preferred. Experience with finances and special projects preferred. Close connections to the community desired. Outgoing and energetic personality needed.
6.			

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Part 2: External Provider Role and Qualifications. List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	UTSA/College of Education-NCAS	Provide weekly on-site training and support in the areas of focus to the instructional framework. Support campus in building leadership capacity and changing of culture and climate through the Accelerated Schools framework.	TEA approved provider, staff has Masters/Doctorates in fields of education, field trainers/director have 13-37 years education. Have worked with TTIPS in cycle 1-3 successful outcomes.
2.	Instructional Specialists (ESC-20; University)	Support, guide, model, train and assist in the development of comprehensive instructional program and provide support to emotional/social aspects of children from diverse ethnics and neglect/abuse situations.	15+ years of experience in special education and access to the general curriculum. Masters degree, prefer PhD.. Certification in leadership, specialist, or similar credentials.
3.	Leadership Effectiveness Support (ESC-20; University)	Provide additional assistance to campus instructional leadership team 3 days monthly to ensure alignment of instructional programs to data to outcomes in an ongoing basis.	20+ years of experience in special education and access to the general curriculum. Masters degree, prefer PhD.. Certification in special education supervision or principal.
4.			
5.			
6.			
7.			
8.			
9.			
10.			

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Part 3: Commitment and Succession. Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The school will ensure that all project participants remain committed to the project's success by providing and monitoring rigorous oversight of external providers to ensure on-going, high-quality services and success in delivering outcomes.

Timelines have been developed to provide for early detection of a possible outcome missed deadline or date.

All participants will:

- provide monthly service provider reports with expectations for the month and outcomes
- will all meet monthly with the DCSI, the principal, the PSP, contractor designee, and instructional coach, community partnership coordinator
- build relationships between external service providers to align services and strive for mutual goal reaching
- provide ongoing data elements throughout the projects with the agreed upon timeline to ensure final outcome measures are obtained
- provide an analysis of services rendered and goal attainment with formative assessment information and devices
- provide for a leadership member to provide semi-annual and annual visits with follow up reports based on standards and indicators that align with the Critical Success Factors
- meet weekly with the leadership to collaborate on expectations, trainings, and outcomes
- work collaboratively with the Professional Service Provider (PSP) and the campus leadership team to measure progress of goals quarterly and make any necessary adjustments as necessary to ensure continued success of the goals

These expectations will be adjusted if necessary due to timelines, scheduling and conflicts but the intent is to provide a strong, ongoing open communication and collaborative atmosphere for all stakeholders and service providers to ensure the goals of the grant are met to offer ongoing student achievement and school improvement measures at their maximal potential.

Data will be reviewed by outside sources to ensure grant objectives are being reaching and measured and shared directly with the DCSI to serve as the check and balance of the service providers. Ongoing data collection tools will be implemented and utilized throughout the grant years to ensure collected data elements, including but not limited to perception data, service utilization data, student feedback data, teacher feedback data, community member and family membership data. Data is collected, reviewed and utilized to provide ongoing evaluation and adjustment as indicated in the TAIS process.

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By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Part 4: Sustainability. What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide support to sustain the reform after the grant period ends?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Capacity gained through the transformation model implementation will create lasting change to campus culture and practices that can be sustained after the grant period ends. The majority of the initiatives are building human capacity and developing program based processes and procedures. The initiatives will increasing teacher quality, increasing leadership effectiveness at all levels, using quality data to drive instruction, decision making, and improve stakeholder effectiveness, improving the school climate and establishing a lasting community and parental involvement relationship.

The LEA will continue to monitor all aspects of the campus transformation efforts by utilizing campus initiatives that have been successfully used during each implementation year of the grant. The LEA will incorporate into the District Improvement Plan initiatives and assign/fund such initiatives to ensure that all improvement efforts at the campus remain intact and valid after the grant expires. Most of these initiatives will not be necessary once the foundation is formulated and carried out for consecutive years. Other elements of the grant are not necessary after grant funds expire. The remaining elements can be absorbed into current campus allocations as they are the smaller attributes of the grant. The campus will incorporate all initiatives used during the school transformation phase into the Campus Improvement Plan (CIP) and to work closely with the LEA directors to monitor, update, and ensure that all aspects that turned the campus around will continue to remain valid and viable. There are three full time positions written into the grant. Existing faculty and leadership are assisting us within the implementation, assessment, and follow through of the grant goals and objectives. Based on the success of the Focus 1 and 3, job requirements associated with the Community Partnership Coordinator and Life Skills Coach positions can be rolled into community partnerships and local school positions. After the grant period ends Focus 2 will be fully developed into the school instructional practices and using the trainer of trainer model, the instructional coach position will no longer be needed.

Additionally, the campus will utilize professional development sessions through its vendors, ESC and the TCDSS to ensure that staff, teachers and administrators are fully updated in their knowledge and skills and able to incorporate their training to sustain and/or improve the campus through sustained, updated, or new initiatives that drive the campus toward attainment of higher levels of success related to campus performance standards, recovery of students through credit attainment and/or STAAR preparation, increased graduation rates, and the relationships among our stakeholders (Community Parents, Surrogate Parents, Residential Facility parents, Student Case Workers, Board, and Local Businesses).

The school board is behind the grant focus and gave it 100% support in the planning, writing, and implementation of the grant. The board is committed to finding additional ongoing funding to support the initiatives set forth in this grant application should future formula funding not suffice. We make use of all levels of funding from an array of funding sources including but not limited to donations, foundations, grants, targeted assistance programs, endowments, and bequeaths. The other external partners are assisting us in developing manners and ways to which continue with the programs once the funding from the grant has ended. Through the Accelerated Schools process, Schools build internal capacity and therefore will sustain efforts after the grant period ends and Accelerated Schools is no longer on-site weekly. Center for Accelerated Schools will continue to provide support through the offerings of trainings that any current or former Accelerated School may attend for a nominal fee. The leadership team is offering most of their time to ensure the goals and objectives of the grant are successful and ongoing as they believe and are aware of the importance of good teaching practices and that research shows high quality teaching practices support school improvement processes.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Part 1: Establishing Performance Measures. Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A full data review was conducted with the Professional Service Provider (PSP), ESC-20, and campus stakeholders to ensure that the campus was aware of current status concerning student performance and student expectations that continue to be weak areas for both instruction and assessment passing rates. All stakeholders were provided their specific data that was "beyond the report" so patterns; outliers and other elements could be discovered. All 24 staff members participated in the root analysis process to discover possible gaps and possible resolutions.

Teachers will conduct weekly skills checks, tri-weekly common assessments, and 9 weeks benchmarks. A 'data dig' process monitored by the instructional coach will be built into the curriculum framework to allow for a teach-assess-adjust approach to instruction. This collection of data will assist to determine academic achievement, need for instructional adjustment or curriculum gaps. Data acquired for the professional career pathway will be used to establish additional performance measures related to student achievement and instruction.

The numeric goals are aligned to the current performance standards. While intermittent goals are achievable, we realize that the bottom line is we need to reach the expected level of standard accountability in the federal system safeguard measures to the best of our abilities. If we hit the midpoint of current performance and the expected standard, then we will be content with the outcomes but will continue to focus on the 'we can' mindset to ensure we are truly embracing the TAIS process, supporting all of the critical success factors, while student achievement and school improvement efforts continue.

Part 2: Data Collection. Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

After every intervention related to the three school focuses, there will be pre-post surveys completed and random interviews from participants in order to collect both qualitative and quantitative data regarding the grant activities in general. This data will be collected from all stakeholders involved in grant activities. In collaboration with the UTSA-National Center for Accelerated Schools, data collection will be ongoing. Taking Stock Data, Surveys (pre and post) Steering Committee data from Site Based Decision Making Team will all be done at the end of each training piece.

For each grant focus and major interventions there will be specific data collection needs:

- **Focus 1: College and Career Readiness:** Credit acquisitions, dual credit acquisitions, vocational/technical hours, work based learning hours, PGP evaluations, graduation rates, cohort success rates, student surveys, community surveys.
- **Focus 2: Comprehensive Instructional Framework – Social Emotional Programs:** Discipline referrals will continue to be tracked quarterly via Eduphoria to identify trends. Class walkthroughs will be used to assess the effectiveness and use of instructional programs during implementation.
- **Focus 2: Comprehensive Instructional Framework – Curriculum Framework:** Instructional resource use data, student assessment data. Data gathering focus on ELA and Math state assessments. In addition, the campus will gather, analyze and review student data during scheduled data digs, meeting collaboratively to make suggestions for intervention strategies based on best practices and research.
- **Focus 2: Comprehensive Instructional Framework – Professional Career Pathway:** Professional Development hours, professional goals, faculty Incentives, appraise Evaluations
- **Focus 3: Community Partnerships – Community Outreach Data, Community training data, memos of understanding and/or work agreements, student survey data, community survey data**

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Schedule #15—Project Evaluation (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Part 3: Assessing effectiveness of interventions. Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

MLCS currently reviews the achievement of the annual goals and objectives as outlined in our campus improvement plan by utilizing the Texas Accountability Intervention System (TAIS) processes of data review, needs assessment, improvement planning, and implementation/monitoring at our annual campus planning event held in the summer. Our monthly site based decision making (SBDM) committee also reviews each goal and objective with the whole faculty to ensure all stakeholders are on the same page with data review and implementation plans. With the implementation of the transformation model, the school will be able to further develop their ongoing school improvement plans and grow our current teachers. While we have grown in leaps and bounds, there are times we miss a projected goal. We then conduct an additional needs assessment to review why the goal/objective was possibly missed. We then devise and implement an additional plan at the earliest moment to try and recapture as much teaching and learning time as possible.

The district and the school board as well as the charter holder board support the MLCS campus in the implementation of all interventions fully and effectively by providing district support and assistance, encouraging continued professional development, and supporting faculty through their professional career pathway. The district and school leadership have identified a potential candidate and will hire a new principal for the campus in January 2017. In addition, the district will support the campus Instructional Coach, Community Partnership Coordinator and welcome innovative risk-taking in applying research-based instructional approaches to learning.

It will be the responsibility of the principal, Instructional Coach, and Community Partnership Coordinator to oversee effectiveness of interventions using the TAIS process. The grant clerk will assist and guide the campus leadership in collecting and tracking data from a variety of sources so that the campus can make informed decisions in an effort to improve student achievement. When the need for adjustment may arise, all stakeholder members will have input as to the possible corrective actions and steps to ensure better program delivery and outcomes.

All members at the faculty have a role to play in the implementation, evaluation, development, execution and adjustment of the grant initiatives. All members of the faculty have signed a commitment letter to the level necessary to make these initiatives become a part of the culture and climate of the school community.

Service providers that may fail to miss a deadline, project outcome or goal will be addressed with the DCSI and campus administration. Should the need arise where the superintendent should get involved, they will. All service providers will be communicated through both face to face and documented means to ensure all are on the same page and have a mutual understanding of the desired outcomes to maximize student achievement and school improvement from the actions of the three focuses and interventions.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Statutory Requirement 1: Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:

- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district is committed to working with outside professional providers who can provide the school with the tools they need for improved leadership and instruction. The school uses a comprehensive process for deciding on highest-quality and best-fit external providers.

The pool of external providers is developed using multiple sources:

- ESC Region 20 – The service center provides high quality, cost effective products and services to multiple schools in the San Antonio and surrounding areas. Collaboration with the service center provides insight and experience when choosing providers for projects.
- Local research – Using the knowledge and experience of local staff, external providers are researched and suggested based on local expertise. We also look for them to utilize the scientifically/research based practices model in their service delivery.
- Prior positive experience – Prior experience is an important aspect in choosing external providers. Serving such a unique population requires knowledge of our students, teachers, and a facility. When using external providers that have knowledge of our school, we have the ability to grow and learn with the vendor to come up with unique and custom solutions.

Once a pool of providers has been developed, the school researches external providers thoroughly. This research includes:

- Proven track record in school transformation
- Positive feedback from current and former schools
- Provider uses scientifically backed practices in their service.
- Provider is experienced with providing services to our unique demographics
- Provider uses best practices that match best practices of school

The DCSI, along with Campus and District leadership, will review contracts provided by chosen service providers to insure that is equitable to both parties and allows the flexibility for change if the need should arise.

Using the review process stated above MLCS has chosen to utilize the services of Region 20, University of Texas at San Antonio College of Education and Human Development-National Center for Accelerated Schools, the International Institute for Restorative Practices, and Organizational Health Diagnostic & Development Corporation. All TTIPS external providers have a proven track record of success for transformational schools, meet the campus needs, have trained personnel, and can provide technical assistance in all critical success factors along with data desegregation

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Statutory Requirement 2: External Provider Oversight. Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The principal, along with relevant campus leadership, will meet biannually with external provider to review provider performance. The school will measure and monitor success of our providers by reports, evaluation, transformation framework rubric, and if needed, requesting a district snapshot from ESC-Region 13. This provider review will utilize the TAIS (Texas Accountability Intervention System) processes of data review, needs assessment, improvement planning, and implementation/monitoring. Data used for the review process will come from the monthly site based decision making (SBDM) committee and local data sources.

The review will look at each school focus and initiative and use data from as many stakeholders involved in the initiative as possible. The transformation framework rubric will be an important piece of this review process, it will be developed locally based on components of the Texas Turnaround Framework with specific needs of the campus and student population in mind. The rubric will assist in deciding if the external provider is increasing the district capacity and supporting the transformation effort. Providers will be supplied with the biannual reports on their performance; this will allow providers to make adjustments to ensure that goals and objectives are being met.

If the external provider review finds the goals and objectives are not being met, the provider will have to opportunity to analyze review findings and develop a plan to address shortfalls. This process of addressing shortfalls will allow the vendor one half year to improve performance. Our goal is to work and provide support to the provider so that they, and we, may meet our goals and objectives.

If the vendor has not been able to address problems at the next biannual review, the school will begin the process of replacing the vendor using the comprehensive vendor review process outlined in Schedule 16 Statutory Requirement 1. As Required by the review process all contracts with external vendors allow either party to disband without needs for negotiation.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Statutory Requirement 3: Pre-Implementation Year. List and describe primary activities planned for the Planning/Pre-Implementation period in the grant to occur from February 1, 2017-July 31, 2017. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.	Snapshot review and report, readiness assessment, culture & climate surveys
2.	Determine support and accountability needed for leadership capacity building. Utilize the resources of leadership development.
3.	Engagement of stakeholders in the spring. Residential and community outreach meetings. Weekly meetings with key stakeholders.
4.	Initial interview and hiring process for new principal.
5.	Initial interview and hiring process of grant clerk, Community Partnership Coordinator, Instructional Coach, and Life Skills coach.
6.	Identify members of the Site Based Decision Making Team
7.	Schedule follow up meetings with the community based organizations, Boerne ISD, UTSA, and Alamo Community College for College and Career Readiness program.
8.	Develop and review all contracts and articulation agreements and prepare for board meeting and approval.
9.	Community based meeting to garner further input into planning, review grant plan and timeline with key stakeholders.
10.	Establish a culture of using data to develop instructional framework. Conducting PD based on utilization of data to drive instruction. Utilize scheduled times to do data digs. Utilize data resources to allow for analysis of individual responses and readiness levels and benchmarks.
11.	Build on ELA project through foundational reading skills – Provide weekly ELA PD and support utilizing interdisciplinary means. Development of reading support in the community including the residential facility.
12.	Develop collaborative vocational plan with Community Partners to provide vocational instruction to students.
13.	Schedule collaborative trainings for social emotional programs for staff community, residential, and board. Community orientations for awareness of social emotional programs.
14.	After School Program – Determine program criteria, staffing, courses and/or clubs and scheduling.
15.	Dual Credit Program – Research and visit requirements of Dual Credit in terms of content, staffing and technology.
16.	Meet with the finance department to establish an understanding of the grant and planned activities to ensure that no financial glitches occur throughout the program.
17.	Meet with the ESC 20 staff to ensure an understanding of the timelines and initial grant steps and stages to implement with fidelity the timeline.
18.	Implement technology needs for the focuses and interventions
19.	
20.	

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Statutory Requirement 4: Coordinated and Integrated Efforts. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The school has already begun training and acclimating staff in a social emotional program called restorative practices. The necessity was apparent based on our needs assessment and local referral data. With grant funds we would be able to expand the training for teachers to add more depth of knowledge of the practices. Grant funds would allow us to expand restorative practice training to both community parents and residential facility parents through the life skills coach. This will provide a more holistic approach to addressing the social and emotional needs of our students. When a student is supported with such a positive approach to discipline on both the school and home fronts, we will truly be able to make a difference in our student's behavior and social interactions. The field of restorative practices has significant implications for all aspects of society - from families, classrooms, schools and prisons to workplaces, associations, governments, even whole nations - because restorative practices can develop better relationships among these school stakeholders and help the overall school function more effectively. In schools, the use of restorative practices has been shown to reliably reduce misbehavior, bullying, violence and crime among students and improve the overall climate for learning. Everyone who finds themselves in positions of authority - from parents, teachers and police to administrators and government officials - can benefit from learning about restorative practices.

The instructional program framework used by the school has been slowly developed over the past three years using teacher input, vendor input and locally developed interventions. The process of finding interventions that meet the unique needs of the students is ongoing. Teachers have developed individual Year at Glance for each of their respective courses. In order to accelerate this process the instructional coach and grant funds will be used to find best practices, resources, and technology while integrating social emotional programs that enhance the learning environment of our students to increase the level of student engagement.

The school has already built a collaborative relationship with UTSA Center for Accelerated schools to develop writing across the curriculum program. The faculty has already had brief literacy training as a part of the beginning of the year training. This, while helpful, does not meet the needs to properly implement this program. Grant funds will allow the school to expand this program to our other low performing academic areas. Grant funds will also allow the school to provide job embedded professional development by allowing more observations and model teaching opportunities. Having the literacy program as the foundation for our core curriculum will increase rigor and depth of knowledge in all core subjects.

The school has a strong foundation in technology and has a positive history of implementing new technology initiatives. The implementation of the focuses and interventions will require supplemental technology resources to be acquired and installed. A new extended learning lab will be needed for the enrichment of the after school program and college and career readiness program. This lab will have the capability to provide distance learning opportunities due to being a rural campus 30+ miles from the main city hub and with no post-secondary institutional branches.

The school has adjusted its schedule to accommodate more collaboration time with community stakeholders and additional professional development days. This collaboration time will be used to build relationships using the restorative practices throughout our interaction and cultural/climate activities. With additional after school programs the schools reach into the general community will expand. This will positively affect all levels of stakeholdership.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Statutory Requirement 5: Principal Replacement

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 5 implementation, the principal's first year at the applicant organization must have begun at or during school year 2015-2016. The principal may not have been principal of the applicant organization prior to school year 2015-2016.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:

N/A

Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Statutory Requirement 6: Rural LEA Flexibility

Rural LEA applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the option to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model selected for modification:	N/A
Description of the modification:	N/A
How intent of the original element remains/will be met:	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:

As a key initiative in Focus 2, MLCS will use a modified T-TESS evaluation process to evaluate the faculty at the campus. The process has been slightly modified to meet the staffing, scheduling, and local needs of the school. Student Growth is a key part of the Teacher Self-Assessment and career Pathway tool, teachers draw on past student data at the beginning of the year to identify areas of instruction that need improvement. Teachers begin by performing a self-assessment and identifying goals and professional development to meet areas of need. Throughout the year, faculty receives multiple observation-based assessments and student assessment data feedback. Prior to the end of school, faculty will have an end of year conference to review student performance and professional career pathway goals. The principal will use the T-PESS evaluation and support system to guide self-reflection, inform professional development, and improve leadership quality. Staff and Principal incentives are based on professional career pathway goals and student achievement on state assessments.

Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:

The faculty will receive multiple informal and unscheduled walkthroughs using the T-TESS. The foundation of this walkthrough is the 4 domains of T-TESS: Planning, Instruction, Learning Environment, Professional Practices and Responsibilities. The walkthrough also checks on local campus improvement plan initiatives: Differentiated instructional methods, Marzano's Nine Essential Instructional Strategies, and Webb's Depth of Knowledge. The teachers will have multiple informal scheduled observations and one formal observation based solely on the 4 domains and 16 dimensions of T-TESS. Teachers have immediate access to their walkthroughs and observations through Eduphoria, this allows teachers to receive ongoing and relevant feedback. These observation based assessments are used throughout the year to refine career pathway goals and targeted professional development. The principal will observed based on the five performance standards of the T-PESS evaluation and support system.

Describe how the evaluation system was developed with teacher and principal involvement:

The evaluation process begins with teachers filling out a Teacher Self-Assessment and career Pathway, this will lay a self-made foundation for the teacher to use for the year. The principal will provide feedback on the self-assessment and established goals. Through the collaboration with the instructional coach, the Principal will help monitor and assist with meeting professional career pathway goals.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Statutory Requirement 8: Educator Reward and Removal

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN**, or **EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:

As a key initiative in Focus 2, MLCS will provide teachers with incentives based on key goals associated with their career pathway and student performance. Those meeting these goals they will receive mid and end of year financial incentives. Teachers will also receive financial incentives based on student performance.

Describe protocols/interventions to support teachers who are struggling to improve professional practice:

MLCS teachers who are not meeting key goals associated with their career pathway will receive individual attention from both the principal and the instructional coach to perform a root cause analysis. Once this analysis is complete, goals will be adjusted and added to meet the improvement needs of the teacher. If student performance measurements are not met by the teacher, the instructional coach will perform a student data audit to identify gaps in instruction and student understanding. Goals will be created to address the improvement needs of this individual teacher. The principal and the instructional coach will monitor the interventions with the teacher.

Describe the criteria established for educator removal:

At the end of year conference, if the teacher has not met the career pathway goals and had an rubric based increase in student achievement, the teacher will not be renewed for the following year. Faculty and staff consistency is important for our school and students, but if a teacher is not meeting the growth needs of the students it is important for the school to move in a different direction.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND, or WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform Model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Statutory Requirement 10: Developing an Early College school-wide strategy

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner that will be in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:

N/A

Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Statutory Requirement 11: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2017-2018 school year to sixty (60) by the start of 2018-2019 school year:

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Statutory Requirement 12: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2017, to support student success in college-level coursework and continued post-secondary education pursuits:

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Statutory Requirement 13: High-quality preschool programming

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver an elementary program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries.

N/A

Indicate if the campus will partner with community-based provider or off-site campus to deliver key components of the model; such as staffing or facilities needed to deliver a grade-level or other educational program.

N/A

If such a partnership will exist, describe how the campus and LEA will ensure all students benefitting from the grant are enrolled at the eligible grantee campus.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Statutory Requirement 14: High-quality preschool programming (continued)

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver an elementary program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe how the preschool program proposed is:
research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:

N/A

Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Statutory Requirement 15: Screening and Selecting Staff

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of existing staff rehired for work in the turnaround model implementation:	N/A
Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of new staff hired for work in the turnaround model implementation:	N/A
Indicate the start date for the new turnaround implementation staff; including rehires and new hires:	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Statutory Requirement 16: New Governance Structure/Turnaround Office

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Statutory Requirement 17: Whole-School Reform Model Developer

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:

N/A

Describe the record of success the model developer has shown in implementing whole-school reform strategies:

N/A

Name and describe the study/studies examined that support the efficacy of the model selected.

Include information about the study's sample size and multi-site sampling.

Include key findings showing impact on student achievement.

Additionally, provide citations for the study publications.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Statutory Requirement 18: Operations under a Charter School Operator, CMO or EMO.

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Statutory Requirement 19: Enrollment in higher achieving schools

Applicants proposing a **CLOSURE** model must enroll students who attended the school in a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to a higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 130-801		Amendment # (for amendments only):
TEA Program Requirement 1: Interventions and Resources to meet Model Requirements- IMPROVE THE INSTRUCTIONAL PROGRAM Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.		
<ul style="list-style-type: none"> List the <u>key interventions</u> the campus will implement to <i>improve the instructional program</i> in order to achieve increased academic performance. Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to <i>improve the instructional program</i>. 		
Use Arial font, no smaller than 10 point.		
Critical Success Factor:	Improve the Instructional Program	
Planned Intervention	Description of Grant Costs to Support Intervention (Budget Narrative)	
1. Focus 1: MLCS will provide <u>Dual Credit opportunities</u> for students. <ul style="list-style-type: none"> Expose, enroll, and support dual credit opportunities via college courses or trade schools starting their sophomore year. MLCS will provide for the administration of the Texas Success Initiative college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students. 	Community Partnership Coordinator (Schedule 7 6100 - #4) - Community Partnership Coordinator to monitor students' progress through dual credit opportunities. Will work with college/university to provide dual credit opportunities. Extended Learning Lab (Schedule 11 6600 - #2,3) – Technology infrastructure supporting students obtaining college credits Distance Learning equipment (Schedule 9 6300 - #2) - Allow opportunities for students to obtain college credits via distance learning Student College Tuition/Fee Assistance (Schedule 8 6200 – C) – Funds to support College readiness participants in tuition and fees to college	
2. Focus 1: MLCS will create an <u>After School Program</u> for grades 2nd – 12th <ul style="list-style-type: none"> MLCS will provide additional learning time to collaboratively develop foundational skills. Topics and focuses of afterschool will be academic, life skills and social emotional. 	Life Skills Coach (Schedule 7 6100 - #6) – Provide life skills training focusing on job readiness, health and safety, teen pregnancy, personal and social relationships, financial management, housing and transportation readiness, and dressing for success. Tutor (Schedule 7 6100 - #3) – Tutors under the guidance of the instructional coach will provide targeted academic assistance through the after school program External Provider - Restorative Practices Coach (Schedule 8 6200 - #2) - The social emotional program will focus on using restorative practices to build emotional capacity in our diverse student population. Instructional Coach (Schedule 7 6100 - #5) – Assist with using student data to allow additional time to focus on student gaps in both ELAR & Math.	

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		<p>Extended Learning Lab (Schedule 11 6600 - #2,3) – Technology infrastructure supporting after school program</p> <p>Supplies and Materials (Schedule 9 6300) – Provide instructional supplies and materials for after school program</p> <p>Incentives for teacher (Schedule 7 6100 - #15,18) – Incentivize faculty participation and improvement in afterschool program</p>
3.	<p>Focus 1 & 3: MLCS will provide for <u>work based learning</u> and <u>vocational technical opportunities</u> as part of the <u>College and Career Readiness initiative</u>.</p> <ul style="list-style-type: none"> Identify student interests and provide work based learning opportunities Build diverse community relationships & collaborations to provide multiple diverse opportunities to students for work based learning. Students who have chosen the vocational/technical path will be introduced to community partners in the field of interest. 	<p>Community Partnership Coordinator (Schedule 7 6100 - #4) - Will work to build a diverse community network of partnerships. Will assist the student in identifying interests and applying for positions, and monitoring progress with designated community partners.</p> <p>Transportation (Schedule 11 6600 - #14) – Will be used to provide students transportation to work based learning and vocational technical opportunities.</p> <p>Marketing supplies and materials (Schedule 9 6300) – Will provide basic materials for community partnership coordinator in getting into the community</p> <p>Student Field Trips (Schedule 10 6412/6494) – In order to assist in identifying interests, field trips will be provided for college visits, field work, vocation/technical school visits, and trade schools as well as work program sites.</p>
4.	<p>Focus 2: The development of a <u>whole school rigorous and comprehensive curriculum framework</u></p> <ul style="list-style-type: none"> Designed to address the specific academic and social emotional needs of our at-risk youth. This instructional program will be research-based, vertically aligned and will integrate the social emotional programs that our students need to become engaged learners. This framework will be housed digitally to allow easy access for faculty and allow them to effortlessly integrate it into their classrooms. 	<p>Instructional Coach (Schedule 7 6100 - #5) – Assist in the development of this whole school framework. Will work collaboratively with UTSA-NCAS & ESC-20 to use assessments to identify student gaps and address include high quality interventions in the curriculum framework.</p> <p>External Provider – UTSA-NCAS (Schedule 8 6200 - #1) – PD will be provided to support the development and implementation of this framework</p> <p>External Provider – Region 20 (Schedule 8 6200 - #4) – PD will be provided to support the development and implementation of this framework</p> <p>Technology (Schedule 9 6300 - #1) – Technology infrastructure supporting after instructional coach developing the instructional framework</p>
5.	<p>Focus 2: MLCS will implement a <u>professional career pathway</u> program</p> <ul style="list-style-type: none"> MLCS will use a modified form of state developed T-TESS to provide formal and informal evaluations to build instructional capacity. Will provide on-site professional development, cost effective resources and instructional support, and support to teachers to obtain professional goals. 	<p>Instructional Coach (Schedule 7 6100 - #5) – Will assist principal in the coordinating T-TESS evaluations and professional development associated with goals associated with professional career pathway program to grow teacher capacity and teacher leadership.</p>
Schedule #17—Responses to TEA Program Requirements		
County-district number or vendor ID: 130-801		Amendment # (for amendments only):

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TEA Program Requirement 2: Interventions and Resources to meet Model Requirements- INCREASE TEACHER QUALITY

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to **increase teacher quality** in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to **increase teacher quality**.

Use Arial font, no smaller than 10 point.

Critical Success Factor:

Increase Teacher Quality

Planned Intervention

Description of Grant Costs to Support Intervention (Budget Narrative)

Focus 2: The Instructional Coach will assist teachers in building capacity.

Instructional Coach (Schedule 7 6100 - #5) - Will collaborate with teachers on instructional strategies to meet the individual needs of students.

1.

- Identify proven instructional strategies with subject-specific pedagogy, student specific instruction, and differentiated instruction.
- This will include improved use of student data gathered through the comprehensive instructional framework.

Focus 2: The Professional Career Pathways program.

Instructional Coach (Schedule 7 6100 - #5) – Will assist principal in the coordinating T-TESS evaluations and professional development associated with goals associated with professional career pathway program.
External Provider – UTSA-NCAS (Schedule 8 6200 - #1) – Provide professional development and support to faculty and staff.
Offsite Professional Development – Region 20 (Schedule 8 6200 - #4) - Provide professional development and support to faculty and staff.

2.

Focus 2: MLCS will provide teachers with incentives.

Mid and End of year stipends (Schedule 7 6100 - #15,18) - Those meeting these goals and student performance goals will receive mid and end of year financial incentives.

3.

- Based on key goals associated with their career pathway and student performance.
- Once a teacher has developed their pathway, they will identify key gals that they will meet throughout the year.

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4.	
5.	

Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 130-801	Amendment # (for amendments only):
TEA Program Requirement 3: Interventions and Resources to meet Model Requirements- INCREASE LEADERSHIP EFFECTIVENESS Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.	
<ul style="list-style-type: none"> List the <u>key interventions</u> the campus will implement to <i>increase leadership effectiveness</i> in order to achieve increased academic performance. Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to <i>increase leadership effectiveness</i>. 	
Use Arial font, no smaller than 10 point.	

Critical Success Factor:	Increase Leadership Effectiveness
	Planned Intervention
1.	Focus 2: The MLCS will <u>replace the Principal</u> <ul style="list-style-type: none"> Based on the recommendations of the transformational model, the school board and superintendent will replace the principal The new principal will be hired according to the designated qualifications.
2.	Focus 2: The goal of the career pathway program is to develop all faculty into teacher leaders and improve school leadership effectiveness and capacity. <ul style="list-style-type: none"> We are going to provide teachers with the opportunity to be internal facilitators create and facilitate PD based on their strengths, utilizing teacher of teacher model.
Description of Grant Costs to Support Intervention (Budget Narrative)	
Principal salary (Existing Cost) No cost to grant	
Instructional Coach (Schedule 7 6100 - #5) - Creating internal capacity with teachers will allow us to sustain this intervention.	

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3.	Focus 2: Provide coaching support for leadership <ul style="list-style-type: none"> Provides support in addition to the T-PESS evaluation and support system. 	External Provider – UTSA-NCAS (Schedule 8 6200 - #1) - Creating internal capacity with leaders to allow us to sustain continuous growth and improvement. Offsite Professional Development – Region 20 (Schedule 8 6200 - #4) - Provide professional development and support to faculty and staff.
4.		
5.		

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

TEA Program Requirement 4: Interventions and Resources to meet Model Requirements- INCREASE USE of QUALITY DATA TO INFORM INSTRUCTION
 Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.
 Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to **increase use of quality data** in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *increase use of quality data*.

Use Arial font, no smaller than 10 point.

Critical Success Factor: *Increase Use of Quality Data to Inform Instruction*

Critical Success Factor:	<i>Increase Use of Quality Data to Inform Instruction</i>	Description of Grant Costs to Support Intervention (Budget Narrative)
	Planned Intervention Focus 2 – MLCS Identify Needs and focus instructions <ul style="list-style-type: none"> Instructional coach will utilize data digs bi-monthly to focus instruction in depth; bi-weekly for information. Include use of student data gathered through the comprehensive instructional curriculum, formative, interim, and summative assessments. The after-school program identified in focus 1 will provide 	Instructional Coach (Schedule 7 6100 - #5) - Will assist faculty with identifying our student's gaps based on these assessments and develop quality instructional interventions. Monitor students progress of students and provide additional time to address gaps through the after school program.

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	additional time to address these gaps.	
2.	<p>Focus 2 – Teachers at MLCS will use recommendations and ongoing feedback to refine teaching.</p> <ul style="list-style-type: none"> The evaluation rubric associated with the evaluation will enhance the quality of the feedback and information that appraisers and teachers can use to make decisions about professional practices and development. 	Onsite Professional Development (Schedule 8 6200 - #1,2,4) – Using career goals and feedback to provide targeted professional development.
3.	<p>Focus 1 – MLCS will create an inquiry tool for the college and career readiness program</p> <ul style="list-style-type: none"> Inform teachers of student career interests and goals. This will allow teachers to customize instruction to the individual motivations/interests of students 	Community Partnership Coordinator (Schedule 7 6100 - #4) – Create, implement and monitor the inquiry tool given to students to find career interests and assist in post-secondary readiness activities.
4.		
5.		

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

TEA Program Requirement 5: Interventions and Resources to meet Model Requirements- INCREASE LEARNING TIME

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *increase learning time* in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *increase learning time*.

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Critical Success Factor: <i>Increase Learning Time</i>	
Planned Intervention	Description of Grant Costs to Support Intervention (Budget Narrative)
<p>Focus 1: MLCS will create an <u>After School Program</u></p> <ul style="list-style-type: none"> Designed to address student's gaps both academically and socially. MLCS will provide after school time to collaboratively develop foundational skills for these students. Topics and focuses of afterschool will be academic, life skills and social emotional. This extra time will provide the opportunity for our kids to strengthen foundational academic and social skills. 	<p>Life Skills Coach (Schedule 7 6100 - #6) – Provide life-skills training in the after school program.</p> <p>Instructional Coach (Schedule 7 6100 - #5) - Monitor students' progress of students and provide additional time to address gaps through the after school program.</p> <p>Extended Learning Lab (Schedule 11 6600 - #2,3) - Technology infrastructure supporting after school program</p>
<p>Focus 3: <u>Extra time will be provided for vocational technical / work based learning opportunities</u></p>	<p>Community Partnership Coordinator (Schedule 7 6100 - #4) – Monitor students' progress through the vocational technical / work based learning after school hours.</p> <p>Transportation (Schedule 11 6600 - #14) – Will be used to provide students transportation to work based learning and vocational technical opportunities.</p>
<p>Focus 2: The MLCS comprehensive instructional program will allow teachers the <u>flexibility to make adjustments to the master schedule</u></p> <ul style="list-style-type: none"> Allow teachers to make adjustments to independent schedules based on student data and needs. The additional learning time in specific areas will assist those targeted students in reaching academic success by adding learning time to their independent schedules. 	<p>Instructional Coach (Schedule 7 6100 - #5) - Monitor students' progress of students and provide additional time to address gaps by adjusting schedules.</p>

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

TEA Program Requirement 6: Interventions and Resources to meet Model Requirements- INCREASE PARENT/COMMUNITY ENGAGEMENT

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- List the key interventions the campus will implement to **increase parent/community engagement** in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention for *parent/community engagement*.

Use Arial font, no smaller than 10 point.

Critical Success Factor: ***Increase Parent/Community Engagement***

Planned Intervention		Description of Grant Costs to Support Intervention (Budget Narrative)
1.	<p>Focus 1: Create <u>lasting relationships with local businesses, civic and philanthropic organizations</u></p> <ul style="list-style-type: none"> • For work based learning opportunities for our students and on the job training. Working on future employment opportunities, collaborative pool of resources with local business to provide additional opportunities for students. 	<p>Community Partnership Coordinator (Schedule 7 6100 - #4) – Create strong relationships with local businesses, civic and philanthropic organizations to create a network of local community resources.</p>
2.	<p>Focus 1 & 3: Create <u>vocational technical opportunities through community partnerships</u>.</p> <ul style="list-style-type: none"> • Utilize network of local community resources to give multiple opportunities to students to explore careers in the vocational technical path. 	<p>Community Partnership Coordinator (Schedule 7 6100 - #4) - The community partnership staff will assist the student in identifying interests and applying for positions with designated community partners. The key to this intervention is having diverse community relationships to give multiple opportunities to students.</p> <p>Transportation (Schedule 11 6600 - #14) – Transport students to and from work based learning opportunities</p>
3.	<p>Focus 1 & 2: MLCS will provide <u>Dual Credit opportunities</u> for students.</p> <ul style="list-style-type: none"> • The community outreach partner will partner with local community colleges for the teaching of dual credit courses. 	<p>Community Partnership Coordinator (Schedule 7 6100 - #4) - Community Partnership Coordinator to monitor students' progress through dual credit opportunities. Will work with college/university to provide dual credit opportunities.</p> <p>Extended Learning Lab (Schedule 11 6600 - #2,3) – Technology infrastructure supporting students obtaining college credits</p> <p>Distance Learning equipment (Schedule 9 6300 - #2) - Allow opportunities for students to obtain college credits via distance learning</p> <p>Student College Tuition Assistance (Schedule 8 6200 – C) – Funds to support College readiness participants in tuition and fees to college</p>
4.	<p>Focus 3: The MLCS life skills coach <u>will provide collaboratively develop trainings for the parents to</u></p> <ul style="list-style-type: none"> • Develop support life skills strategies for their child. • The Social emotional component will focus on using restorative 	<p>Life Skills Coach (Schedule 7 6100 - #6) - Provide life-skills training to support parents promoting life skills strategies for their children.</p> <p>External Provider - Restorative Practices Coach (Schedule 8 6200 - #2) - The social emotional program will focus on using restorative practices to build</p>

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practices to build parents capacity in to interact with their students. <ul style="list-style-type: none"> The life skills will focus on job readiness, health and safety, teen pregnancy, personal and social relationships, financial management, housing and transportation readiness. 	emotional capacity in our diverse student population. Extended Learning Lab (Schedule 11 6600 - #2,3) - Technology infrastructure supporting parents to do parent trainings
5.	
Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 130-801	Amendment # (for amendments only):
TEA Program Requirement 7: Interventions and Resources to meet Model Requirements- IMPROVE SCHOOL CLIMATE Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.	
<ul style="list-style-type: none"> List the <u>key interventions</u> the campus will implement to <i>improve school climate</i> in order to achieve increased academic performance. Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to <i>improve school climate</i>. Use Arial font, no smaller than 10 point.	
Critical Success Factor:	Improve School Climate
Planned Intervention	
1. Focus 1: MLCS will provide <u>classes through the life skills coach</u> <ul style="list-style-type: none"> Help prepare students for social and academic situations that will improve classroom climate. 	Description of Grant Costs to Support Intervention (Budget Narrative) Life Skills Coach (Schedule 7 6100 - #6) - Provide life-skills training in the after school program.
2. Focus 2: MLCS will provide <u>professional development to teachers on the use of social emotional programs</u> <ul style="list-style-type: none"> Assist the school in being a sound, stable and stimulating environment to work and learn for student success. 	Onsite Professional Development (Schedule 8 6200 - #1,2,4) – Provide professional development on Restorative Practices and Social Emotional Learning.
3. Focus 2: MLCS will provide <u>teachers with incentives based on key goals associated with their career pathway and student performance.</u> <ul style="list-style-type: none"> Those meeting these goals they will receive mid and end of year 	Mid and End of year stipends (Schedule 7 6100 - #15,18) - Those meeting these goals and student performance goals will receive mid and end of year financial incentives.

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	<p>financial incentives.</p> <ul style="list-style-type: none"> Teachers will also receive financial incentives based on student performance. 	
4.	<p>Focus 1, 2, 3 – MLCS will <u>monitor</u> of the culture and climate of the school, using the Organizational Health Inventory tool</p> <ul style="list-style-type: none"> Ensure that the school as a whole unit is progressing in an upward momentum fashion to ensure that the culture supports best practices and other desired traits that will be implemented through the grant roll out. 	<p>External Provider – Organizational Health Diagnostic & Development Corporation (Schedule 8 6200 - #3) - The OHI instrument is embedded into all of the focuses as a positive work environment is vital to whole school reform. The use of the OHI instrument will measure the various components of a healthy organization. Surveys will be implemented from the third party vendor to provide both qualitative and quantitative analysis of the organization culture.</p>
5.		

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 130-801		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 130-801

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 130-801

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 130-801

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 130-801

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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